

## **A Case Study of Parental Involvement in Orientation and Mobility of Visually Impaired Children in Pakistan**

Shazia Malik<sup>\*</sup>, Umi Kalthom Abdul Manaf<sup>\*\*</sup>

---

### **Abstract**

This paper examined on the role of parental involvement in orientation and mobility of visually impaired children (VIC) in Pakistan. It deals with how parents are involved in Orientation and Mobility (O&M) and how they justify their involvement in O&M for their VIC. Literature has seen that Pakistani VIC are lacking parental involvement in their O&M. Such practices of O&M are deemed essential for their independence. Moreover, their O&M practices require proper training. The lack of research on the part of parental involvement in the training of visually impaired population, needs for more consideration in this area, especially in Pakistan (Aziz, 2007). Data was collected through interviews of five parents of visually impaired children. After completing the data collection process, interviews were transcribed verbatim and codes and categories were developed to get emerging themes from data manually using a cross case analysis. The findings of this research would be beneficial for both parents and their visually impaired children in understanding the independence needs of such children. It is hoped that the findings of the study also will help the management of special education to plan and guide their programs to empower the parents and provide them with the significance of their involvement in the practices of O&M for their children. As for the visually impaired children, it is hoped that their independence in the environment would be enhanced with the help of their parental involvement in O&M as O&M is the compulsory subject of the Expanded Core Curriculum (ECC). ECC is accepted as the curriculum for VIC internationally, but in Pakistan there is not much focus on ECC rather sighted child's curriculum is adopted for VIC. This research proposes a study to focus ECC application in Pakistan for VIC.

**Keywords:** Orientation and Mobility, Parental Involvement, Visually Impaired Children, Expanded Core Curriculum

---

<sup>\*</sup> Assistant Professor, Institute of Education and Research, University of Punjab Lahore.

E-mail: shazia.ier@pu.edu.pk

<sup>\*\*</sup> Associate Professor, Faculty of Educational studies, Universiti Putra Malaysia, Malaysia.

## **The Background of Study**

Anyikwa and Obidike (2012) define parental involvement as the participation and support of parents in school and home related activities. The present study is valuable in providing insights into how parents can help their visually impaired children to learn and familiarized with the ways to deal with O&M needs of their visually impaired children. In Pakistan, visually impaired learners face various social and educational challenges and with the help of O&M skills may be able to overcome such difficulties. In addition, through observation or incidental learning, there is also a need to teach these children academic skills with their normal peers. Ringwalt (2013) says that in order to be successful and independent adults, it is crucial to learn these skills in a purposeful way.

One more important factor is Special educational practices and legislations that are considered very significant with highlighting parents' role and the involvement of families in orientation and mobility for their visually impaired children. Individuals with Disabilities Education Act (IDEA, 2006), stresses on the provision of parental involvement in the education of their children. Many families are not willing to get involved in planning such special education programs for their visually impaired children, regardless of authorized concerns (Turnbull & Turnbull, 1997). The lack of research with parental involvement role in Orientation & the Mobility of their visually impaired children, more attention is required in such areas especially in Pakistan.

Effective use of O&M skills enable visually impaired learners perform better and complete their life routines without any help of others (Rosen & Joffe, 1999). The independent skills equip visually impaired learners with the ability to move towards the targeted goals safely, efficiently and independently (Hill & Ponder, 1976; Tuncer & Altunay, 1999), especially since involvement is considered as a main factor in the learning of visually impaired children. Many studies have emphasized the significance of parents' involvement and engagement in school related activities and concluded that such children perform better academically compared to those whose parents are not engaged (Barnard, 2004; Fan & Chen, 2001; Fehrmann, Keith, & Reimers, 1987; Ho & Willms, 1996; Izzo, Weissberg, Kasprow, & Michael, 1999).

## **Study Objectives**

The current study highlights the role and parental involvement towards the orientation and mobility of visually impaired learners in Pakistan. Besides, this study also aims at describing the degree of parental involvement and the way they perceive their involvement in O&M of their visually impaired learners.

## **Research Questions**

This study attempts to answer the following questions:

1. How do parents get involved in Orientation and Mobility of their visually impaired children?
2. How do these parents perceive and explain their involvement in the Orientation and Mobility of their visually impaired children?

## **Study Significance**

This study hopes to provide useful information regarding the role of parental involvement in O&M of their visually impaired learners in Pakistan. It focuses on three important points. Firstly, the role of parental involvement is a crucial factor in studying visually impaired children and its importance to the educational improvement of such children. Secondly, it is generally accepted that parental involvement should be combined with O&M to have a better and effective picture of independence for visually impaired children. Thirdly, Pakistani parents need to adhere with O&M practices to establish children's proper independence.

## **Literature Review**

### ***Importance of Parental Involvement***

Parental involvement referred to as an active participation and full commitment of parents in children's education (Gonzalez-Mena, 2011). Parental involvement can be further defined as parents' active involvement in their children's learning life to ensure that they are on the right track and learn accordingly (Williams & Ullman, 2002). Chan (1995, p. 19) further explained that "parental involvement is not something that is 'done' to parents", but how they are involved in enhancing their role towards the independence of their visually impaired children. Parental interest and involvement in their children's achievement and learning has been widely studied through a large body of

evidence (Ali, 2012; Curriculum for Excellence 2010; Reynolds, 2007; Sylva, Scott, Totsika, Ereky-Stevens & Crook, 2008). Several researchers have emphasized the role of parental involvement in children's education. According to Morrison (2007), the performance of children is highly affected by parental involvement. Similarly, Kindiki (2009) explained that children's academic achievement and motivation can be increased with sufficient amount of parental involvement in their education. In another study, Anyikwa and Obidike (2012) explored the influential effect of parental involvement and support on the educational performance of children at home and school. Anyikwa and Obidike (2012) also discovered that parental involvement is deemed necessary in maximizing their children's potential at school.

In other words, the academic success of visually impaired children is highly characterized by the active participation and involvement of parents (Anderson & Minke, 2007) and some of the studies have shown an association between discovering involvement of parents in educational programs and student academic achievement, cognitive growth, and emotional well-being (Epstein, 2010).

### **The Expanded Core Curriculum (ECC)**

"Disability-specific curriculum" is commonly known as the expanded core curriculum. The expanded core curriculum was written in response to a report issued by the U.S. Office of Special Education and Rehabilitation Services (Department of Education, 2007), acknowledged that the needs of visually impaired children were not being met by the standard curriculum (McDonough et al., 2006). The National Agenda argued that the expanded core curriculum reflects the best skills that are necessary so that children with visual impairments may directly access the core curriculum. Thus, the expanded core curriculum is viewed as an indirect service that allows children with visual impairments the opportunity to receive an appropriate education (Hatlen, 1996; Huebner, Garber, & Wormsley, n.d). Further, visually impaired children need modifications in the existing curriculum and also require special services along with the adopted resources and existing facilities (Ali & Hameed, 2015).

The expanded core curriculum reflects a "body of knowledge and skills that are needed by children with visual impairment due to their unique disability-specific needs" (American Foundation for the Blind, n.d, p. 100). It contains nine critical components: compensatory or functional academic skills including communication modes, orientation and mobility, social interaction skills,

independent living skills, recreation and leisure skills, career education, use of assistive technology, and sensory efficiency skills (Levin, 2011). Yet, little empirical evidence is available to document the effectiveness of the expanded core curriculum and its role in the transition to adulthood, particularly the major component of orientation and mobility of visually impaired children. The following sections include a brief summary of factors related to nine areas of the expanded core curriculum; however, this study primarily focuses on the major areas like orientation and mobility of visually impaired children with parental involvement in Pakistan context. In the following section a summary of all essential components of the expanded core curriculum is presented in figure. 1.

**Table 1**

*A summary of the components of the Expanded Core Curriculum*

Compensatory Skills	These skills are needed by visually impaired children to access the general education print material.
Orientation and Mobility	The ability to move in one's environment is key to independence. Orientation and Mobility include instructions moving, at home, schools, and communities as well as instruction in cane use.
Social Skills	Visually impaired children needs to interact and form work and personal relationships. Social Skills that must be taught to those who are visually impaired include: looking towards a person talking, how close to stand to people, and how and when to shake hands, hold doors and other skills that sighted individuals learn through observation.
Independent Living Skills	These skills are needed in order to participate in everyday living. Activities such as grocery shopping, food preparation, laundry and personal hygiene all need to be taught systematically.
Recreation and Leisure Skills	Like independent living skills the skills involved in recreational and leisure activities require a systematic approach for acquisition.
Career Education	In order to make good career decisions a child who is visually impaired needs to have firsthand experience of job opportunities, as there is no opportunity for observation and incidental learning that is available to sighted peers.

---

Assistive Technology	Assistive technology consists of the tools that visually impaired use to access and share information. Tools for children, both low vision and blind can be simple low-tech devices such as slant boards, and hand held magnifiers. High-tech devices include voice output for computers or text to speech devices such as Braille Notes.
Visual Efficiency Skills	These Skills are those taught to low vision students. Visual efficiency is the ability to use effectively the vision that is available to the individuals.
Self-determination Skills	Not unlike their sighted peers, students who are blind and visually impaired need to learn what choices are available to them, how to advocate for themselves and how to make informed decisions.

---

Source: [Adopted from Sapp & Hatlen, (2010)].

### **The Notion of Orientation and Mobility (O&M)**

In designing a curriculum for visually impaired children, the O&M are considered as crucial factors (Hatlen, 1996). Visually impaired learners need to get necessary instruction from the O&M specialist (Lohmeier, Blankenship, & Hatlen, 2009) and cooperate with them (Pavey, Douglas, McLinden, & McCall, 2003). Furthermore, parents can support and interact for their access to social, vocational and educational opportunities (McDonnall, 2011; Riley, 2000; Wolffe & Kelly, 2011). Furthermore, Leong (1996) explained that if one cannot use his sight, other senses, such as touch and hearing should be used alternatively. Through other senses, visually impaired children need to use their cognitive skills to learn about their surroundings (Guth & Rieser, 1997).

Spatial orientation is “the process of using the senses to establish one’s position and relationship to all other significant objects in one’s environment” (Hill & Ponder, 1976, p. 3). In the same line, Jacobson (1983) asserted “the ability to use one’s remaining senses to understand one’s location in the environment at any given time”(p. 3), and LaGrow and Weessies, (1994, p. 9) also believed that it is “the ability to establish and maintain an awareness of one’s position in space”.

### **Involvement of Parents in Orientation and Mobility**

Several barriers related to lack of parents involvement in Orientation and Mobility of visually impaired children are identified by many researchers (Constantino, 2003; Jesse, 1986; National Parent Teacher, 2000; Patrikakou, et al, 2003). These barriers include teachers' insufficient knowledge about culture, time, lack of information about the system of education and transportation problems. Among them, lack of cultural knowledge which leads to less involvement of parents in school activities is considered to be the most important barrier (Kottler & Kottler, 2002; Noguera, 2003; Singleton & Linton, 2006).

Several researchers have discussed the limited amount of parental involvement due to lack of understanding of the school requirements and grading system. They feel depressed since they lack attention from their child's teacher (Constantino, 2003; Kottler & Kottler, 2002). This results in parents perceiving that the school personnel do not attempt to understand their culture. This is more prominent with parents who cannot speak English and feel embarrassed in asking for help and feel unable themselves in getting proper information from the school of their children (Kottler & Kottler, 2002; Muldrow, Cano, Kimmel, 1999; Noguera, 2003).

Moreover, parental involvement comprises of parental beliefs and psychological resources as a part of the educational progress of their visually impaired children (Patrikakou et al. 2003). One of the important problems regarding the parental involvement in O&M is a lack of confidence of parents or self respect that can influence on their children's education. In addition to this, there are parents who produce these hurdles through their inadequate feelings about themselves, lack of skills, low self-esteem, and possible tensions at school (Hale 2001, Measuring Up, 1999). When talking to school teachers, these barriers might lead to parents being embarrassed, and experiencing negative issues about school and their feelings towards their children. All these barriers will consequently result in less involvement of parents in the school related activities of their children (Cooper-Baker, 2009).

## **Methodology**

### **Research Design**

This study employs a qualitative research design, in order to get in-depth understanding about the involvement of parents in O&M with semi-structured interviews were conducted. As a case study, it is carried out in the context of Pakistan. This study proposes an in-depth understanding through interviewing five parents of visually impaired children from two government secondary level schools of Lahore, Pakistan, including government girls secondary school, Khyber block Lahore, National Special Education Centre Lahore. Semi-structured interviews were employed to get more insights into the key role of parental involvement in orientation and mobility of visually impaired children in Pakistan. To focus on parental involvement in O&M, the interview guide was prepared by the researcher. The semi-structured interviews would be employed with the hope to explore parental involvement in their children's education. Therefore, a qualitative approach is deemed appropriate where it deals with a variety of research questions, to understand a phenomenon and to explore a problem that needed a research (Cresswell, 2005).

### **Case Study**

Case study is a method that is used to ensure that the data is accurate which leads to reliable findings (Merriam, 2009). Five parents of visually impaired children from two secondary schools were selected as the participants of this research. Two secondary schools were selected to enable the researcher to analyze the data to explore the similarities and differences that emerged from the collected data. This case study results helped to highlight the successful parental involvement as well as their less involvement in O&M practices for their visually impaired children's independence.

### **Sampling**

The research was carried out in two Government secondary institutes for visually impaired children in Lahore, Pakistan. The parents of visually impaired children were selected with the help of school administration. The participants were selected with purposive sampling. In a purposive sampling, the researcher sets out to find people and decides what needs to be known and who can and are willing to provide the information by virtue of knowledge or experience (Bernard 2002, Lewis & Sheppard 2006). According to Patton (2002), "the logic and power to purposeful sampling lie in selecting information-rich cases for study in depth".



### **Data Collection**

In order to collect the data, the researcher first obtained a permission from the school through consent forms to conduct the research. Secondly, the researcher provided the parents with guidelines about the procedure of the study along with consent forms to get their permission. All the information kept confidential. In the first phase of the study, each respondent was asked to take part in the 15-20 minute interviews. The data was collected with semi-structured interviews with parents of visually impaired children. In the qualitative research, the interviews are not structured (Leedy and Omrod, 2005), as compared to a study with structured interviews, because the interviews are unstructured and open ended in a qualitative study. Trustworthiness and validity of the data are ensured in a qualitative approach (Merriam, 2009).

### **Data Analysis**

After data collection, the participants' responses to their involvement analyzed. The analysis of data is necessary as a way to make sense of the data (Miles & Huberman, 1994). To this aim, a system of analysis is required to meet the efficiency of obtaining the results. Such procedure is called coding the data which, according to Cresswell (2005), reduces them into meaningful segments, and combines the codes into broader themes. The data analysis is a process which involves investigating what the researcher heard, read and found from the participants. Merriam (1998), defined that the process of establishing a logical thinking and exploring the components of the collected data is called analysis of data. In the current study, observing and investigating is the process handled by the researches. In other words, it is the process through which the participants' responses are described and comprehended as the research findings.

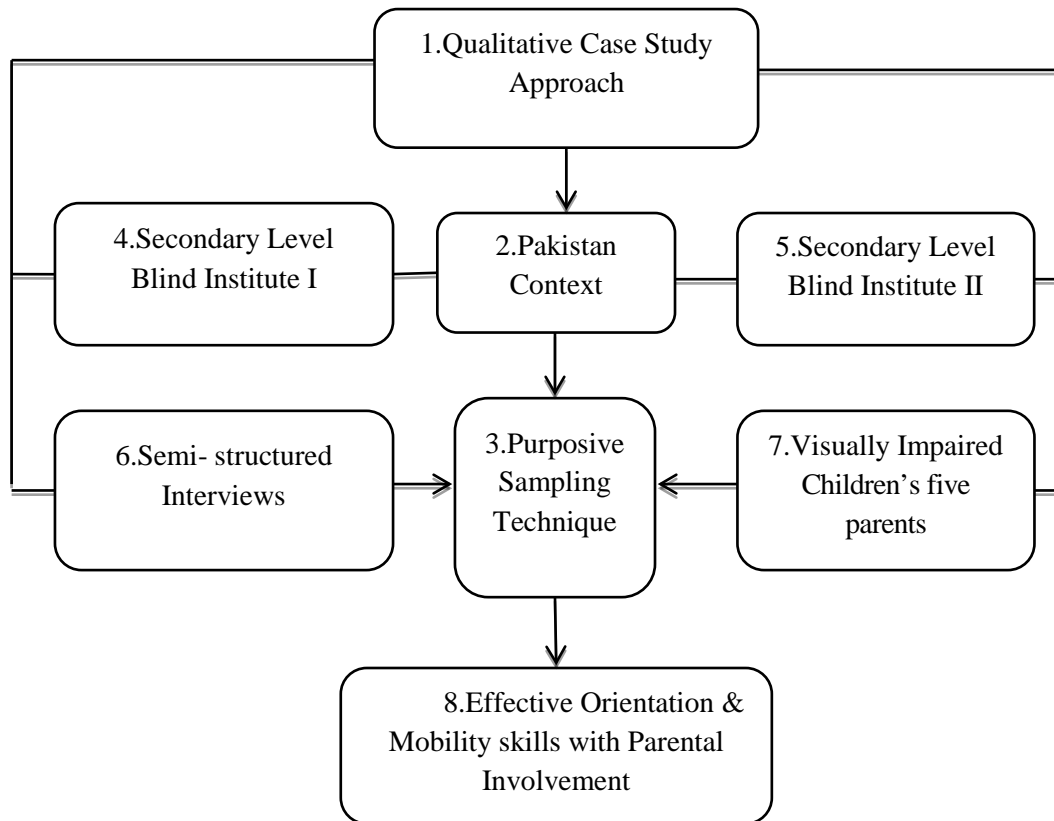


Figure 1: Study Research Design

## Conclusion and Discussion

This research aimed at exploring how Pakistani parents are actively involved in orientation and mobility of their visually impaired children at school. There is a research gap, since in Pakistan, little attention has been given to discover the involvement of parents in O&M for their visually impaired children; the scarcity is felt even more when it comes to visually impaired learners. In developing the O&M practices for the children with visual impairment, it is crucial to implement these practices throughout the stages of the ECC with the active participation of parents and teachers. (Special Education Law, 1988; Office of Special Education Program, 2006). The National Agenda, which is a partnership of parents and professionals, was formed in 1995 in an effort to advocate for the diverse needs of children with visual impairments, including those with multiple disabilities. The National Agenda attempts to guarantee that children with visual impairments receive “efficient and effective educational

services” (Wolffe, 2001, p. 308). Visually impaired children need to must learn the tasks which are outlined in the ECC. The findings of this research are beneficial for both parents and their visually impaired children in understanding the needs of such children. It is hoped that the findings of the study will also help the administration and those in charge of special education to plan and guide their programs to empower and provide the parents with significant involvement of parents in O&M practices of their visually impaired children. As for the visually impaired learners, it is hoped that their independence in the environment will be enhanced with their significant parental involvement that could help in O&M effectively.

For the success and independent movement of the visually impaired, the importance of the ECC is critical. There is an urgent need of trained and qualified teachers with adequate skills in teaching the ECC. They should emphasize on teaching the essential skills (O&M) to the children with visual impairment rather than tutoring academics. In this regard, teachers of special education should be proficient in the knowledge and skills which are related to the ECC. Teachers must know how to assess the special needs of visually impaired children and how to provide them social skills. Furthermore, teachers should know how to apply the ECC instructions and assessment to visually impaired children. The ability to integrate the ECC instructions in the area of O&M, the daily schedule of visually impaired children is critical to bring and experience success in the ECC. When the teachers of visually impaired children educate about the importance of the ECC, families and O&M specialists can work as a cohesive team with the provision of the practices of O&M and adequate instruction in the required areas of the ECC (Sapp & Hatlen, 2010).

## References

- Ali, M. (2012). The shadow of colonialism on relations between immigrant parents and their children’s teachers..*Alberta Journal of Education*, 53 (2), 198-215.
- Ames, C., Khoju, M., & Watkins, T. (1993). *Parent involvement: The relationship between school-to-home communication and parents' perceptions and beliefs*. Baltimore, MD: Johns Hopkins University.

- Anderson, K., & Minke, K. (2007). Parent involvement in education: Toward an understanding of parents' decision making. *The Journal of Educational Research, 100*(5), 311-324.
- Anyikwa, N., & Obidike, N. (2012). Mothers' constructions of their roles in the literacy education of their children. *Africa Development, 37*(3), 57-67.
- Aziz, H., & Madani, M. (2007). Parental involvement in the education of their school going disabled children: *Reflexions; Journal of Studies and Research in Islam: Pakistan Al-Suffah Centre of Education and Research Trust, Karachi, 7*, 26-28.
- Barnard, W. M. (2004). Parental involvement in elementary school and educational attainment. *Children and Youth Service Review, 26*, 39-62.
- Bernard, H.R. 2002. *Research Methods in Anthropology: Qualitative and quantitative methods*. 3rd edition. AltaMira Press ,Walnut Creek, California.
- Chan, W. (1995). *The impact of the Parent-Teacher Association (PTA) on a secondary school in Hong Kong*. Unpublished Dissertation, University of Hong Kong.
- Constantino, S. (2003). *Engaging all families: Creating a positive school culture by putting research into practice*. Lanham, MA: Scarecrow Education.
- Cooper-Baker, G. (2009). *Parental involvement: a generational case study with families of diverse backgrounds* (Doctoral dissertation, University of Missouri--Columbia).
- Creswell, J. (2005). *Qualitative inquiry and research design: Choosing among five approaches*. Thousand Oaks, CA: Sage Publication, Inc.
- Curriculum for Excellence. (2010). *Curriculum for excellence in action: Bringing life to learning and learning to life*.
- Epstein, J. L. (2010). School/family/community partnerships: Caring for the children we share. *Phi Delta Kappan, 76*, 701-712.

- Fan, X., & Chen, M. (2001). Parental involvement and students' academic achievement: A meta-analysis. *Educational Psychology Review, 1*, 1-22.
- Fehrmann, P. G., Keith, T. Z., & Reimers, T. M. (1987). Home influence on school learning: Direct and indirect effects of parental involvement on high school grades. *Journal of Educational Research, 80* (6), 330-337.
- Gonzalez-Mena, J. (2011). *Foundations of early childhood education: Teaching children in a diverse setting*. New York: McGraw-Hill.
- Guth, D. A., & Rieser, J. J. (1997). Perception and the control of locomotion by blind and visually impaired pedestrians. In B. B. Blasch, W. R. Wiener, & R. L. Welsh (Eds.), *Foundations of orientation and mobility* (2nd Ed, pp. 9-38). New York: AFB Press.
- Hale, J. (2001). *Learning while Black: Creating educational excellence for African American children*. Baltimore, MA: John Hopkins University Press.
- Hatlen, P. (1996). The core curriculum for blind and visually impaired students, including those with multiple disabilities. *Review, 28* (1), 25-32.
- Hill, E. W., & Ponder, P. (1976). *Orientation and mobility techniques: A guide for the practitioner*. Amer Foundation for the Blind.
- Ho, E. S., & Willms, D. J. (1996). Effects of parental involvement on eighth-grade achievement. *Sociology of Education, 69* (2), 126-141.
- Izzo, C. V., Weissberg, R. P., Kasprow, W. J., & Michael, F. (1999). A longitudinal assessment of teacher perceptions of parent's involvement in children's education and school performance. *American Journal of Community Psychology, 27* (6), 817-839.
- Individuals with Disabilities Education Act (IDEA), 20 U.S.C. § 1400-1482 (2006).
- Jesse, D. (1986) *Increasing parental involvement: A key to student achievement*. Mid- Continent Research for Education and Learning.

- Kindiki, J. (2009). Effectiveness of boards of governors in curriculum implementation in secondary schools in Kenya. *Educational Research and Reviews*, 4 (5), 260- 266.
- Kirk, S., Gallagher, J., Coleman, M. R., & Anastasiow, N. J. (2011). *Educating exceptional children*. Cengage Learning.
- Kottler E., & Kottler, J., (2002) *Children with limited English: Teaching strategies for the regular classroom*. Thousand Oaks, CA: Sage.
- LaGrow, S. J., & Weessies, M. J. (1994). *Orientation and mobility: Techniques for independence*. Palmerston North, New Zealand: Dunmore Press.
- Leedy, P. D. & Ormrod, J. E. (2001). *Practical Research*. USA: Pearson International.
- Leong, S. (1996). Preschool orientation mobility: A review of the literature. *Journal of Visual Impairment and Blindness*, 90, 145-153.
- Lewis, J. L. & Sheppard, S. R. J. (2006). Culture and communication: can landscape visualization improve forest management consultation with indigenous communities? *Landscape and Urban Planning* 77:291–313.
- Lohmeier, K., Blankenship, K., & Hatlen, P. (2009). Expanded Core Curriculum: 12 years later. *Journal of Visual Impairment & Blindness*, 103 (2), 103-112.
- Measuring Up (1999). The state of Texas education: *Parental involvement in education*.
- Merriam, S. B. (1998). *Qualitative research and case study application in education*. San Francisco: Jossey-Bass.
- Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation*. San Francisco: Jossey-Bass.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded Sourcebook* (2nd Ed.). Thousand Oaks, CA: Sage Publications.
- Morrison, G. S. (2007). *Early childhood education today*. Upper Saddle River, New Jersey: Pearson Merrill Prentice Hall.
- Muldrow, D., Cano, R. & Kimmel, H. (1999). *Where have all the parents gone?*

- National Parent Teacher Association. (2000). *Building Successful Partnerships: A guide for developing parents Family involvement programs*. Bloomington, IN: National Educational Service.
- Noguera, P. (2003). *City schools, and the American dream*. New York: Teacher College Press.
- Patton, M. (2002). *Qualitative research and evaluation methods* (3rd Ed.). Thousand Oaks, CA: Sage.
- Patirkakou, E., Wessiberg, R., Manning, J., Redding, & Walberg. (2003). *School family Partnerships: promoting the social, emotional, and academic growth of children*. Philadelphia, PA., The Mid-Atlantic Regional educational laboratory, 1-3.
- Reynolds, J. (2007). *Parents' involvement in their children's learning and schools: How should their responsibilities relate to the role of the state?* Bristol: Policy Press.
- Ringwalt, G. M. (2013). *The Expanded Core Curriculum at the Indiana School for the Blind and Visually Impaired: A Case Study*. ProQuest LLC. 789 East Eisenhower Parkway, PO Box 1346, Ann Arbor, MI 48106.
- Rosen, S., & Joffe, E. (1999). Motor development. In K.M. Huebner, J. G. Prickett, T. R. Welch, & E. Joffe (Eds.), *Hand in hand: Essentials of communication and orientation and mobility for your students who are deaf-blind* (pp. 493-520). New York: AFB Press.
- Singleton, G. & Linton, C. (2006). *Courageous conversations about race*. Thousand Oaks, CA. Corwin Press.
- Tuncer, T., & Altunay, B. (1999). Görme engelli öğrencilere yönelim ve bağımsız hareket öğretiminde rota analizi. (Route analysis for the instruction of orientation and mobility skills to the visually impaired students). 9. *Ulusal Özel Eğitim Kongresi'nde sunulmuş bildiri*, Eskişehir.
- Turnbull, A. P., & Turnbull, H. R. (1997). *Families, professionals, and exceptionality: A special partnership*. Upper Saddle River, NJ: Prentice Hall/Merrill.

- ThomPavey, S., Douglas, G., McLinden, M., & McCall, S. (2003). An investigation into the mobility and independence needs of children with visual impairment. Part 1: The development of a mobility and independence curriculum framework. *British Journal of Visual Impairment*, 21(1), 4-9.
- Williams, B., Williams, J., & Ullman, A. (2002). *Parental Involvement in Education*. London: Queen's Printer.
- Wolffe, K., & Kelly, S. M. (2011). Instruction in the areas of the Expanded Core Curriculum linked to transition outcomes for students with visual impairments. *Journal of Visual Impairment & Blindness*, 105 (6), 340-349.